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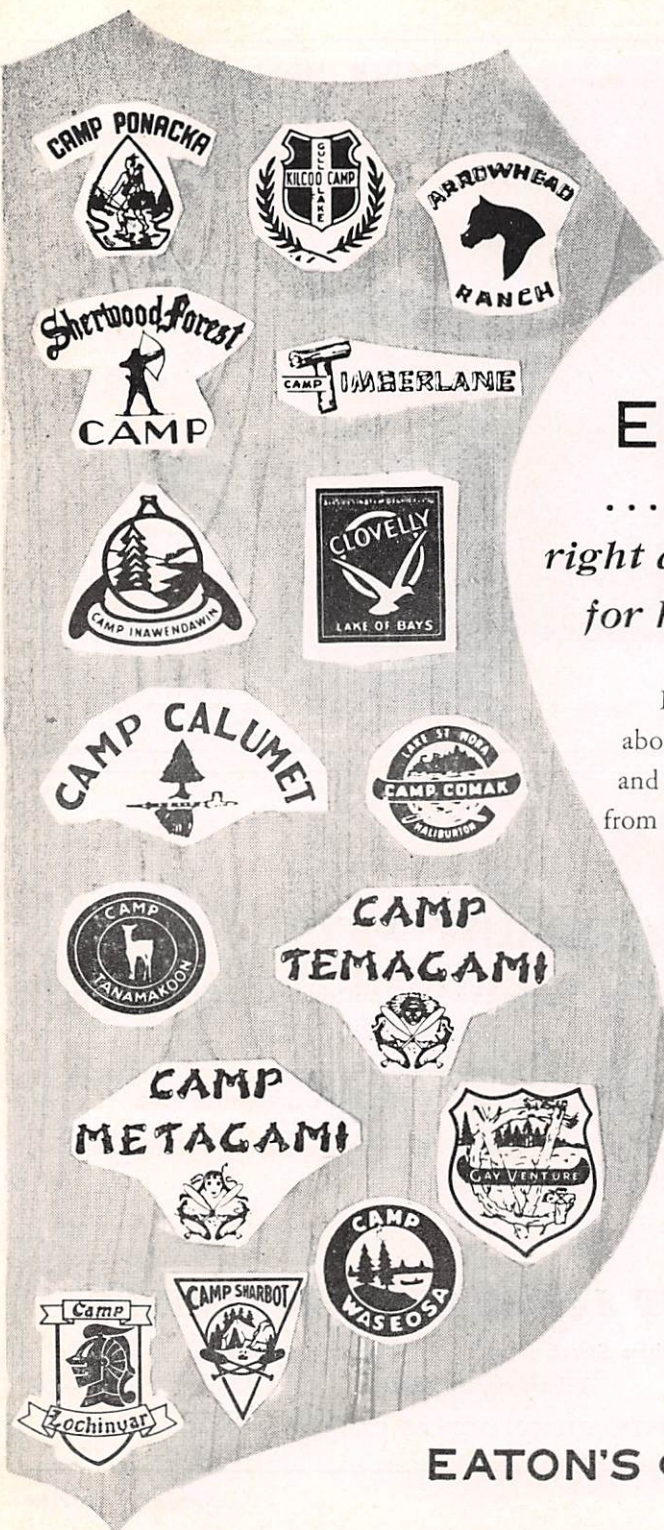
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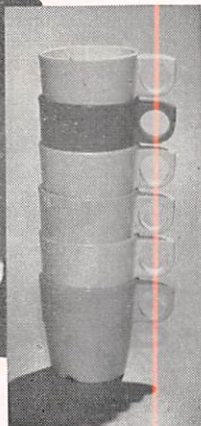
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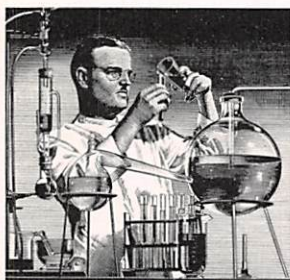
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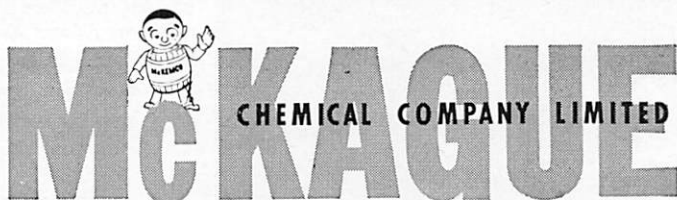


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Toronto, Canada, June 1963

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*Director of Research, Institute of Child Study
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Barry G. Lowes

*President, Ontario Camping Association, and
Director, Camp Timberlane*

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DR. W. D. SMITH,

President, Canadian Camping Association

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We welcome our new president's message on . . .

THE PRESIDENT'S PAGE

*by Don Smith,
President, C.C.A.*

One of the greatest challenges facing the newly-elected executive of the Canadian Camping Association is the matter of communication. The quarterly publications of Canadian Camping Magazine offer a very useful means of supplying national information to the members across Canada. The Editorial Committee, with Mrs. Dorothy Douglas as Editor, are to be congratulated on the very fine magazine that is published on behalf of the members of the association. It is the main source of contact for members and provincial associations as Ken Murray suggested in his annual president's report at Banff. Mr. Barry Lowes as Chairman of the Editorial Committee strongly recommended that all provinces share in the responsibility of supporting the magazine by submitting fresh, interesting articles for publication. He suggested that each province should pledge two articles annually. It is little to ask of a provincial association when one considers the time and energy expended by the editorial committee. If we believe in the magazine, what it is doing for Canadian camping and what tremendous potential it has, let us share our experiences and interests by submitting articles about them to the Canadian Camping Magazine. The editorial committee has suggested that in addition to the articles needed for regular features, special interest areas might include the following: emergency drill at the waterfront, water safety on canoe trips, tripping, trip

shelters, woodcraft and outdoor cooking, short-term swim programme, music at camp, poetry, crafts, riflery, boomerangs-kites-rafts, tennis courts, riding - trail and ring, kitchen layout and equipment, garbage disposal, log canoe rack, paddle box, erosion at camp, staff recruiting and supervision, discussion leading, reports to parents, check list for campers—first day, last day, small camp operation, and day camping.

An additional means of communication is by the exchange of executive minutes, annual reports and special projects from one provincial association to another. The fact that we really do not know what is going on in Canada on a national basis becomes very apparent when one listens to the reports from provincial associations at the annual meeting. The association has published in the past a list of key people for each provincial association. It is anticipated that the revised version will be forthcoming in the not-too-distant future.

Communication is a vital factor that demands the co-operation of every provincial association and the interest of every member. We cannot build a strong association by passivity or lack of interest. It is not good enough to retire gracefully and wait for others to act. We must become involved and act as participating members. This is your association. The strength or weakness of it reflects on the merits of the members. —●

Fire Protection

of Camp Sites

by *A. Farrell,*
Fire Engineering Dept.,
Government of Ontario

The camp sites to which references are made in this Address are those where the campers are under the close supervision of Counsellors, and the overall operations of the camp site co-ordinated by a Camp Director.

The campers are accommodated for varying periods, during which time they engage in a wide variety of activities, including swimming, boating, wood craft, survival training, etc.

In some instances tents are used for sleeping but in most instances wood cabins are used; illumination may be by hydro or oil lamps, and there is one counsellor per cabin. These camps are usually located on lakes and invariably do not have organized fire protection from a municipal fire department. In the event of fire the camps are dependent on themselves and must, therefore, make provision for such an eventuality. Fire extinguishing equipment should be provided and located in convenient locations around the camp. This equipment must be maintained in good operating condition at all times, and the staff must be fully conversant with the method of operation.

Fire equipment should be provided to take care of incipient fires in the cabins, recreation and dining areas, kitchen, boat storage, paint shops, storage of outboard motors and/or

power mowers. In addition to these, some thought should be given to overall protection in the event that a cabin or other structure is involved in a major fire which could result in the spread to adjoining buildings or into the bush area. Equipment for this could be by means of a small gasoline powered fire pump located at the lake and ready for action at all times. All staff members must know how to operate the pump. Delivery of water for fire fighting may be by means of 1½" fire hose connected to the pump and of sufficient length to cover all buildings, or by 1½" or 2" polyethylene pipe laid beneath the surface of the ground with vertical risers having 1½" valved outlets adjacent to the buildings to be protected, and sufficient 1½" hose complete with nozzles to cover the buildings, located alongside the risers. This would be a permanent system affording good fire protection.

Any camp sites at a distance from the main buildings should be provided with fire points, each equipped with a 45 gallon water drum and not less than 4 flat bottomed pails.

Whatever protection is provided, training in the use and maintenance of the equipment is essential. The training to be confined to the maintenance, supervisory and administrative staff—no camper should be expected to take part in this activity.

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COUNSELLING THE COUNSELLORS

As presented at the Ontario Conference, March 1963

*by Elizabeth Raymer,
Camp Tanamakoon*

Each year we spend many hours and much energy selecting the staff we are going to work with during the season ahead. Each year we close that season and for many days our thoughts are filled with the events and personalities of the days just passed. It is commonplace knowledge that "hind sight is better than foresight". We all have sudden illuminating moments—when it is too late—moments when we say to ourselves "this is what I should have done—this technique would have been better than that—why didn't I think of that at the time?"

And so the first step in this "counselling the counsellor" business is to provide yourself with a large notebook—and to use that notebook at the close of the season and throughout the winter. Put down those flashes of infinite wisdom so that they may be of use to you in the future. Then as the season approaches, study the notebook and decide just when and how you will use this problem-solving compendium.

This morning we are to devote our consideration to the in-camp aspect of our problem. We will assume that the counsellor staff has been carefully interviewed, assessed, assigned to jobs—that it has been made aware of the existence of rules, regulations, philosophies, aims, etc. before each member signed a contract. We will further assume that that staff has had a few days of training, resident in the camp, during which

days every effort has been made to orient this group to duties and programme organization for the weeks ahead. I shall further assume that during this pre-camp period the director has mingled with this group, talked with its members, and observed its spirit, so that now that director has a glimmering of what he is to deal with during the summer. There are undoubtedly a great many learned and technical terms to describe the various types of groups. I shall avoid them. But those of us who have been teachers or group leaders in varying situations know that every group is different from every other group. Is this a lethargic group or a very lively one? Is it noisy or quiet? Is it a very intelligent, quick, energetic, problem-solving group? Is it one full of individualists who must be woven into cohesion? Is it so full of old timers that it threatens to split into "old" and "new"? Is it passively tractable, a group of "yes-men"? Is it the kind that will get into mischief, or is it so full of loyalty and honour and reverence for dear old camp Gitchee Gamee, that every whim of the director, every slightest regulation of the camp will be regarded as sacred? Is it sensitive? Is it thick-skinned?

The second step then is to assess the group. Our techniques will have to be adjusted to it. We must also bear in mind that at no time will this group temper remain static. It will vary with the weather and with the activity of the moment. It will change as various staff

members leave camp for time off and out-trips, and assume a different aspect on their return. It will change with the impact of a mass of visitors. Sometimes it will be influenced by forces entirely outside camp Gitchee Gamee, such as world affairs and local ones. It will be coloured by feelings of success and failure, over-stimulation, boredom, inequality of labor, by illness or epidemic. It will most certainly show the effects of adjusting to a new group of campers when one group leaves and another arrives at camp. And so must the director's awareness of the group change.

And how does one achieve this awareness? By the use of one's God-given senses. For we directors learn in the same way that everyone else learns, by using our eyes and ears, our powers of comprehension and reasoning. One can quietly join a group and in a very few moments assess the following:—who is present? and more important, who is absent? Is this an interested, contented group completely engrossed in something constructive? Or do a few persons appear bored, discontented, angry, friendless, or excessively boisterous? Is there order or disorder in equipment, organization and instructions given to campers or fellow staff members? Are we greeted as a welcome friend or as a signal for sudden silence or frantic activity? Is our arrival heralded by "Psst here he comes!" or by "Oh good, here comes the director!" Snatches of conversation float about on the air—the pitch, the intonation, if not the words themselves register themselves with us; so do facial expressions. All these things we can learn without opening our mouths or a learned book on the subject.

Every camp director knows the truth of that very familiar statement "a camp is only as good as its counsellors". No amount of stupendous equipment can

offset the effects of inept leadership. No camp director, no matter how talented and energetic, can provide all the leadership a camp demands. So, here we are—this is our counsellor staff and this year, as every year, we are striving toward perfection. How can we so lead and support these counsellors that they too can strive for perfection in the execution of their jobs?

First—this group must be made aware of what its job is *as a total staff*. In other words the individual must know that his contribution is important to the whole. "We as a staff hope to achieve these things:

1. A camp which is truly for the camper.
2. Such co-ordination and co-operation that no aspect of our total operation will be weak at any time.
3. Such understanding of the important contribution camping has to make that we are heartily in accord with its philosophies, aims, objectives, and ideals.
4. Awareness of what we as a group are accomplishing and how we are accomplishing it.
5. A whole-hearted desire to put self aside and work toward a worthwhile goal regardless of minor distractions or possible conflicting personalities."

In other words these individuals must be made aware of the fact that they are members of a group—that there is power in a genuine group spirit; that in working together toward a common goal there are strength and influence which far outweigh that of any individual.

How can this be brought into being?

First. By gathering together as a total staff group with regularity, free from distractions for the time being, and in a suitable environment. Size of space, comfort, light, etc. all enter into this.

Secondly. By thinking together on such broad subjects as—why are *we* here at this camp? What do we hope to achieve for every child? What experiences do *we* hope every child will have at camp? What can *we* do about juvenile delinquency?

Third. By problem-solving as a group in the area of small specific problems. First—what problems do *we* have in camp? How can *we* see that everyone is quiet after taps? How can *we* keep the camp tidy? How shall *we* get the trunks packed and luggage organized for shipment home? What can *we* do about the weather? Some of these things may seem a waste of time; any experienced camp director or programme organizer could outline it more efficiently in half the time and tell everyone else how to get it done. But, the value lies in the experience we are having as a group. We as a group can solve our problems. We form the habit of thinking of ourselves as *we*. We carry out the decisions that *we* have made with an entirely different spirit from the way we carry out crisply given instructions from a superior. Now I am not suggesting that every single item of the camp operation be a subject for debate. What I am suggesting is that enough of this group thinking be done that the group forms the habit of making and abiding by group decisions. May I also hasten to state that I am not suggesting that the counsellor group be involved in formulation or change of fundamental camp policies unless the director wishes this.

Most groups are not ready for big things first—they should then start with

little problems and work up to the larger and more profound ones. Earlier you may have noticed that the *total staff* was involved in this group thinking. Senior staff members or counsellors of many years' experience should not be excused on plea of more important duties or of having been through this many times before. Through contact with the maturer thinking the young person gains wisdom and stature in thought, judgment and attitude. Senior staff must, like the director, appreciate their own role in this group-unification process. Never must one become intolerant of the ideas of the younger staff members. They have a right to a hearing. Very frequently, since they are closer to the campers in age and feeling, they have the solution to a problem right within their recent experience. Senior staff find here an opportunity to learn the temper of the group and realize the areas in which they can be of greatest help. When you overhear a counsellor saying "this is the way we are going to do it—we've talked it over and we have decided upon this plan", then you know that here is a counsellor who is identifying himself with his group.

Fourthly, let us consider working together, as a tool in this group-awareness business. It is wise to have, very early in the season, some project which the entire staff conceives, plans and executes — something completely apart from the regular everybody-in-his-job camp routine. This can be something as essential as developing a smooth flawless plan for meeting all the campers, seeing them through the unpacking, sight-seeing, letter-home, first meal, entertainment, and off-to-bed routines of the first day of camp. It can be a counsellors' show for the entertainment of the campers, or a fabulous all-day enterprise for the first

turn to page 156

Sermons Under The Sun

A Suggested List of Service Material

by Margaret Govan,
Camp Onawa

Your editorial committee has been attempting to collect resource material for worship. The following is a list. Very little, if any, can be used by you as a prepared package deal. You will have to read, select, combine and use for your *own campers*.

THE BIBLE

THE HYMN AND PRAYER BOOKS
of the various churches.

THE CANADIAN YOUTH
HYMNAL.

SERVICES FOR THE OPEN by
Matton and Bragdon. (out of print)

The Daily Vacation Bible Schools
material (prepared annually) is usually very helpful.

The Boys' clubs have a Book of
Devotions.

The Boy Scouts have their own pamphlet: MEETING THE RELIGIOUS NEEDS OF SCOUTS IN CAMP. They also have prepared and mimeographed three series of interdenominational sermons.

The Girl Guides have a background book: PRAYER AND WORSHIP THROUGH GUIDING. Also there are Prayers and Prayer Cards for Catholics, Jews and Protestants.

Clarice Bowmans books: WORSHIP WAYS FOR CAMP and RESOURCES FOR WORSHIP are excellent. HOW TO PLAN INFORMAL WORSHIP by Winnifred Wygal is another background book.

turn to page 153

A distinguished American camp director and author of books on Camping sends us this review—

THE CAMP COUNSELOR'S BOOK is a welcome addition to the growing library of camp leadership books. Directed to the new camp counsellor, it fills a real need. This reviewer is delighted to know of this volume, designed to replace the out-of-print CHARTING THE COUNSELOR'S COURSE which she still uses in camp training. Several Canadian camp leaders have collaborated to fill the book with practical advice, and easily-read help for the inexperienced leaders of cabin or tent groups.

Here is a book for the individual to read and enjoy; it will also be a useful reference in counsellor training courses in colleges or in pre-camp training sessions.

Help is given on knowing the campers in one's cabin or tent group, on tricks-up-one's-sleeve for activities for small groups or all camp groups; what to do on rainy days, games for quiet periods, festivals and special days all are suggested. The chapters on "Your Campers and the Natural World" and "Assisting with an Out-trip" are especially good.

Chapters directed to the counsellor as an emerging person in a professional world are well presented, especially "You Will Grow, Too" and "Extending Your Horizons".

Catherine T. Hammett

THE CAMP COUNSELOR'S BOOK edited by Mary L. Northway and Barry G. Lowes; Longmans Canada Limited, 1963.

—●

How To Help The

NEW CAMPER

by Lucille Irvine

Most people feel delighted at the idea of getting away from home on a holiday. But often, when the time arrives for them to go, they begin to feel jittery . . . "For two cents, I'd stay home!" . . . Sometimes this feeling is so strong, they develop physical symptoms serious enough to postpone the now feared hour of departure.

This sudden change of attitude comes from what is popularly known as homesickness. Today, psychology has a new name for it. We call it separation anxiety, and we know that its roots go very deep. The people it hits hardest are the young, and early attacks are very painful. All youngsters who go to camp for the first time suffer from it. And this is true, no matter how eagerly they have been looking forward to the experience.

In order to understand how separation anxiety operates, we have to go back to the very beginning of life. The main trouble with being human is that life begins too soon. No other living thing comes into the world so unfinished and so helpless as the human child. For years he is utterly dependent on others—if someone does not bring him food and give him some loving attention, he dies.

When, as often happens with even the most cherished baby, he has to wait longer than he feels he can bear for a meal or a little comforting, his

terror is devastating. For his organism "knows" that unless it gets what it needs, it will stop functioning.

During these early completely dependent years, we all learn that as long as we are near mother we are safe; and home, where we have lived together, becomes a safety zone.

The memories of this childhood dependency, along with the intense emotions that accompanied it, stay with us all our life. We are seldom conscious of them, but they are all stored up on a kind of tape-recording in the brain. In later life, whenever we have to live through something which resembles an experience from the past, the record of the event, along with the emotions associated with it, is re-activated. It is from the stored memories of these early helpless years that homesickness or separation anxiety comes.

Thus the child who has looked forward happily to going to camp finds, when the time comes to leave home, that he is flooded with a return of ancient fears: Who will feed me? Who will look after me? Who will keep me alive? These questions will not reach the level of awareness but their feeling-tone will be experienced in all its original intensity.

The fear that separation is equivalent to death crops up too in childhood whenever some loved member of the

family goes away. It is not unusual for a parent who has gone off on a holiday to be welcomed back, not with shouts of joy, but with sobs of relief and an incredulous "Oh, you came back!" We find traces of this early fear in our daily speech. We say, "he has gone" of someone who has just died; and poets write of the "last journey". Language of this kind is no accident; it expresses early convictions that are still alive deep within us. And the new camper brings all these fears from the old irrational level to camp with him.

The new camper also suffers from a number of more realistic anxieties. Sometimes he feels that his being sent to camp is a rejection; and he may be quite right. He may have heard his mother say, "I'll be so glad when I can get him off my hands!" Even if this has not been said, he may suspect that she feels it because he has been "bad". For all children carry a heavy load of guilt since they find it hard to differentiate between what they have merely thought and what they have actually done.

Then many new campers are afraid that they will not be able to measure up. They are afraid that they may not be able to be good sports; that they won't be as strong as the other youngsters; or that the others won't like them.

The counsellor who knows that all new campers have these fears—and many others—will realize that he has a lot of anxious youngsters on his hands and that for a day or two, they will need a little special help.

The most helpful thing he can do is to be aware of their difficulties and accept them as natural and inevitable. His own attitude will then be one of understanding and sympathy, of

warmth and respect for the young people who are doing their best under conditions of strain.

In other words, the counsellor's feelings will be supportive and mature and the child will feel this support. Knowing that the counsellor will understand, the child will be able to open up and talk about his difficulties. He will probably tell you that he is afraid and would like to go home. If you can "feel with" him and tell him quietly that most campers feel like that at first but that they usually get over it soon, you can help him tremendously. For you have accepted his feelings and given him the assurance that he is not "different"—that he shares his problems with the other children and is not a solitary weakling.

During the difficult days of homesickness, you can also help the new camper by spending some time alone with him. It need not be a long session; a few minutes at a time are often enough. But during these minutes you should give the child your complete and concentrated interest and attention so that he can feel that here, right at hand, is someone who really cares about him.

Bedtime is always a critical hour for the new camper and you can give him both comfort and strength and if you will act like a good parent and give him some affectionate babying and encouragement.

So far we have been talking about the new camper and his problems. What about you? You're human. You've got problems too. Being a counsellor is very strenuous—the hours are long and the work makes great emotional as well as physical and mental demands. The children won't

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CAMPING and CAMPGROUNDS

in the National Parks

*by S. L. Roberts,
National Parks Branch
Government of Canada*

A wide variety of camping experience is offered by the National Parks of Canada. Last season one of every ten National Park visitors was a camper, who chose one or more of the almost 6,500 tent or trailer sites as a base for his outdoors recreation.

Camping in the 17 National Parks has been increasing greatly during the past five years. Since 1959, the number of campers has doubled so that each campsite, whether occupied by a trailer or tent, is now used by about a hundred campers during the 92-day camping season.

Statistically, the National Parks campgrounds are receiving absolute use now and this can be easily verified by personal observation of the overcrowded conditions that are prevalent in the popular fully-serviced campgrounds.

To meet the soaring public demand for camping space, the National Parks Branch foresees that the number of campsites in the parks will have doubled, at least, by 1967. Even this projected programme will not provide entirely for the needs of Canadians and Americans who want to camp in a park environment. Expansion of provincial government and privately-operated campgrounds, particularly within a 200-mile radius of the concentrated

urban regions of population from which most campers originate, will be essential as well.

With public campgrounds being hard-pressed to accommodate individual campers, group camping organizations may be alarmed that the enjoyment of the National Parks by their members may be restricted. Certainly this is not the case. For the youth of Canada, the National Parks provide remarkable opportunities for observing nature, for such outdoor recreation as hiking, riding, swimming, and overnight camping, and for gaining an intelligent appreciation of how important it is to preserve some outstanding areas in their natural state as living records of how their country was in the past.

The only limitation that applies to group camping organizations in the National Parks is permanent occupation of publicly-owned land for a summer camp, and the entailed construction of cookhouses, mess halls, and other shelter buildings. Obviously, permanent camps by children's and youth organizations would deprive the public as a whole of free access to and use of some vital areas of the National Parks.

Group camping organizations planning excursions or short-term expeditions to the National Parks can build their

programme around a variety of activities.

For camping there are three types of campgrounds. Serviced campgrounds fully equipped with kitchen shelters and stoves, communal fireplaces, flush toilets, electrical outlets for trailers, washrooms with hot and cold running water and sometimes coin-operated washing machines, and often even community buildings for shelter during unpleasant weather, are in all the parks except Glacier. These are the only campgrounds for which a rate is charged and it is a modest 50 cents a day or \$2.00 a week per site.

Banff National Park, the most heavily visited of the parks, has four serviced campgrounds, of which the largest, Tunnel Mountain, has a capacity of 600 tents and 125 trailers. All the other parks have at least one, accommodating between 75 and 500 tents.

The second type of National Park campground—and the type that will continue to be the most common—is the semi-serviced. In these, additional conveniences are kept to a minimum. However, there are piped water, kitchen shelters, toilets, fireplaces and picnic tables.

The final group of campgrounds are designated as primitive. These are little more than small areas along the trails in parts of the National Parks that are accessible only by foot, canoe or horse. Equipped with a fireplace, a nearby source of water, a garbage pit and simple toilet, the primitive campground is designed for the camper who is content to rely on his own equipment and supplies for overnight camping.

In all the campgrounds, no reservations are accepted for camping space and because campsites are taken up by

the first party that arrives, there is no assurance that a group will obtain a number of campsites close together in any particular campground. This poses some difficulty for group camping leaders who do not wish to lose control by having their group broken up into small, separated units. The best approach here is to plan on using semi-serviced campgrounds where, though the demand for camping sites is still great, there is more opportunity to have the tents dispersed in a smaller area.

In most of the National Parks, special arrangements can be made with individual superintendents to camp for a short while in an area of the park that, although not a designated campground, can be used for temporary camps. Permits for camping and lighting fires can be obtained from the park wardens. Several National Parks, as, for example, Point Pelee Park in Ontario, have special areas reserved for group camping and reservations are accepted from groups that wish to use these. Groups wishing reservations should write to the Superintendent of the park concerned.

Groups that are self-sufficient for shelter, supplies and cooking facilities can tour wilderness areas of the National Parks with freedom. In the National Parks of Alberta and British Columbia, pack-trips are popular with youth groups, and base camps can be packed in for groups who wish to explore the more remote back-country by

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New Regulations

- - - Concerning Life Jackets

by Barry G. Lowes,
Camp Timberlane

In February, a number of camp directors were alarmed by a small, back-page article in the Toronto Telegram describing the new Dept. of Transport Regulations which would require "every vessel propelled solely by oars or paddles shall carry in the case of a vessel not over 18 feet in length, one bailer and one approved small vessel life jacket or approved life saving cushion for each person on board."

Without any prior consultation with camping or boating people who would be directly affected, this amendment to the Canada Shipping Act, Small Vessel Regulations, was amended by an Order in Council in September 1962. Had the chance article not appeared in the Toronto Telegram, camping people would have been caught by surprise as they unwittingly broke the law this summer.

The Ontario Camping Association and many of its members wrote immediately to protest this amendment. A public hearing was requested with the Minister of Transport, which was immediately granted. A brief was prepared and Barry Lowes, President of the Ontario Camping Association, and Kirk Whipper, Chairman of Canoeing Standards were delegated to present the brief at the meeting in Ottawa on April 5th. Mr. Jack Pearse and Mr. Gary Schofield of the Ottawa YMCA joined the delegation in Ottawa, together with Mrs. Holt representing the Canadian Girl Guides, and Mr. C. R. Blackstock of the Canadian Red Cross. Dr. Don Smith, President of the Canadian Camping Association flew in from Edmonton.

In a long pre-meeting conference, the camping delegates discussed many questions and doubts about standards in camping and their implementation. At the meeting later convened by the Deputy Minister the following brief was presented:

A brief in support of the request that an exception be made for organized children's camps concerning the carriage of life saving equipment in vessels propelled solely by oars or paddles.

That there has been an explosion of public interest in all aspects of camping and outdoor living is attested to by the increasingly heavy use of park and water areas throughout Canada.

The children who attend organized camps are being given unparalleled experiences in outdoor education and group living. The skills they learn and the attitudes they form towards outdoor living and the safe use of watercraft will be continued throughout their lives.

The situation that exists in organized children's camps with reference to the safe use of all watercraft is markedly different from that of other organizations or groups of individuals in the community. We are basically education organizations and should not be categorized with resorts. The Ontario Camping

Association is teaching and has been teaching for over thirty years safety principles and skills to all campers and staff relating to the safe and proper use of all watercraft. For this reason we believe that organized camps should be exempted from these new regulations. To this end:

1. No camper or staff member is permitted to use any watercraft until he has passed a basic swimming test proving his competence to handle himself in the water with strength and confidence. In some camps children who have not attained this level are permitted to go in a row boat, with their counsellor but **MUST WEAR A LIFE JACKET**.
2. No camper or staff member is permitted to go on a canoe trip who has not passed additional tests in canoeing. (See the Standard Canoeing test and awards used by camps as APPENDIX A). 90% of time in canoes is during teaching classes.
3. Even though qualified, no camper goes out in canoes, sailboats, rowboats or any watercraft without being supervised by a staff member.
4. Every camper who goes on a canoe trip is under the supervision of trained staff members.
5. All campers are trained in the safe handling of watercraft, learn respect for limitations and capabilities of the canoe including the simulation of emergency situations, wherein they must dump their canoes while clothed, right the canoe, climb into it, and paddle it to shore with or without paddles. They also learn to rescue one canoe with another canoe. In addition, while on canoe trips, a strict code of safety rules is followed; one of which is that all canoes stay close together, thus enabling them to assist one another in an emergency.
6. These same safety drills and techniques are taught for the use of sailboats and other watercraft.
7. For thirty-two years campers have been taught
TO HANG ON TO THEIR CANOE and never swim for shore. Campers participate in demonstrations to prove that a canoe is their *best life-preserver*. We know that a canoe full of water will support seven people. Camping leaders believe that the new regulations will break down these thirty-two years of teaching and, in fact, could be hazardous if carried out.

You cannot paddle all day while wearing a bulky life-jacket. Realistically, we know that trained campers will not wear them. Should a canoe dump, the cushion or jacket will spill out and the canoe will begin to drift. Now, does the camper swim to retrieve the cushion or does he hang on to the canoe as he has been drilled? The uncertainty could be fatal.

Camping leaders are equally concerned that in time, if the regulations persist, children will come to depend upon the life-jacket as a crutch, lulling them into a false sense of security so that they no longer see the need for the close observance of safety rules in the use of water craft. We want and in fact promote a healthy respect for the hazards inherent in any boating situation.

Camp directors have the legal responsibility for the safety and welfare of their campers. This is their paramount responsibility. They are in fact "in loco parentis" both morally and legally. If there were safer ways to discharge their responsibilities, camp directors would embrace them wholeheartedly. It is interesting to note that in those camps where waterskiing is an activity, all skiers are required to wear life jackets. In this instance, camp directors are ahead of existing legislation and community thinking.

It should be noted also that organized children's camps have an enviable record of safety, spanning 30 years, in the field of canoeing and boating. We believe that if all children and adults had the benefit of similar training in the safe use of watercraft given to campers, the toll of deaths by drowning would be minimal and the need for legislation would not exist.

In the light of all these reasons set forth herein, it should be of direct concern to the Department when camp directors oppose these new regulations unequivocally. If there was any doubt about our existing boat safety programme, we would have moved in this direction ourselves but we cannot state too strongly our opposition to this change in the existing legislation. While we understand fully the principle and the concern behind it and its value in some areas of the community, we submit that it is entirely unnecessary in the case of organized children's camps and would urge, therefore, that they be exempted from compliance with these regulations.

Respectfully submitted for your consideration.

APRIL 5, 1963.

Barry G. Lowes,
President,
Ontario Camping Association.

The National and Provincial Safety Associations, the large boating organizations, the R.C.M.P., the Harbour Police, and the Tourist Associations were all in favour of the regulation. While they could agree after hearing our brief that organized camping was in a different category, they argued that no exceptions should be made. We answered their questions, apparently to the satisfaction of the Deputy Minister, for word has just been received from the Minister of Transport:

"I have to advise you that the Board of Steamship Inspection has ruled, in the light of representations made at a meeting held on April 5th, that canoes and rowboats used in camps such as yours for the training of children shall be exempted from the requirement of this Regulation.

I may also add that the application of this Regulation as a whole is now receiving the active consideration of the Department and in this respect you will be advised further as soon as a decision has been reached.

Yours Sincerely,
Leon Balcer,
Minister of Transport.

There is no doubt that while we have won this round, heavy pressure from safety groups and boating associations will continue to be brought to bear on the Department of Transport. Within a year or two, at most, the camping associations will have to present a plan whereby the regulations can be enforced for the general public while still exempting organized camps. Otherwise we may find that public demand for such a regulation will override our special position.

If any members have any ideas for such a plan, please write to us, no matter how wild it seems. From the seed of one idea a sound plan might grow!

OVERSEAS STUDENTS - -

Potential Counsellors

by *C. S. Lennox, Director,
Friendly Relations with
Overseas Students.*

Universities have long been a major source of counsellors for summer camps in Canada, and this has undoubtedly been a mutual benefit arrangement for both students and camp directors—not to mention campers. Over the past fifteen or so years there has been a steadily increasing segment of the university student community which has been largely, though not entirely, overlooked in the camp counselling department. This, of course, is the overseas students, graduate and undergraduate, in our midst, and who are now making up such an important part, both in numbers and influence, of the university population, particularly in the larger centres. For instance at McGill there are nearly 1500, and at Toronto some 950, from outside Canada. Not counting those from Great Britain or the U.S.A., there are well over 4000 people with student visas in Canada. This is nearly ten percent more than last year, which in turn was up about twelve percent from the year before. The West Indies contributes the largest

number, followed by Hong Kong, India (with Pakistan and Ceylon) and Africa—just over 400 from the latter.

So much for mere quantity. Some idea of the quality can be inferred from the fact that they are generally 'selected' individuals both academically and in maturity of character. As a group, those who are in constant touch with them find, they are unusually interesting, personable and intelligent. It is a truism, which still holds, that a relatively high proportion of those here, from Africa and India, for instance, will certainly soon be among the leaders in Government and industry in their home countries. For the immediate reality however, here is a group of young people some of whom could make unique contributions to Canadian camping, and who at the same time would have the somewhat uncommon, for them, opportunity of intimate participation in a distinctive aspect of Canadian life. This could be of inestimable value to them, an important addition to their education. The finan-



cial compensation is a small though not negligible consideration, and in fact this does eliminate some who must earn more in the summer than the two months at camp normally provides.

Overseas students can provide a special interest to campers, and the limited experience so far bears this out. It takes little imagination to appreciate the effect on young minds, of living for a period with someone from a 'strange, far-away place,' and of finding from actual experience the similarities, as well as the differences between ourselves and them. Also, especially in the case of Africans for example, they are generally from large families and used to children, are accustomed to an outdoor life, frequently have skills in nature crafts, folk-lore and music. The ideal person would fit into the regular camp programme, perhaps have purely assets, and at the same time bring a broadening glimpse of the world beyond our borders. A start has been made in this challenging field; it invites extensive expansion.

In Canada there are two organizations working to bring foreign students and Canadians together — Friendly Relations with Overseas Students, (FROS), and the African Students Foundation, both of which are nationwide and have local counterparts or representatives at almost all universities. The A.S.F. last year sponsored 97 undergraduates from Africa, and assumes a specific responsibility for their welfare, in practice reaching many other Africans studying here. Several universities now have an Overseas Student Adviser on the staff who can be of great help. For local advice, if in doubt, one should write: Mrs. E. Fowke, National Secretary, FROS, 22 Willcocks St., Toronto 5, or Mrs. M. Birtch, African Students Foundation, 85 Lombard St., for respective local representation.

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A Counselling Opportunity for

Students from Jamaica

Something extra will be added to 10 Ontario camps this summer. Underway are arrangements to bring six young men and four young women from Jamaica to spend the summer working in Ontario camps.

It all started when one young Jamaican spent last summer at camp Mazinaw. Things worked out so well that the obvious questions "why not invite more counsellors?" was asked. It was decided to expand the project to ten for the summer of 1963.

Liason was established with Mr. Guy Arnold of the Canadian Voluntary Commonwealth Service, and organization somewhat parallel to the American Peace Corps. Under their auspices, young Canadians are recruited and sent throughout the Commonwealth to serve wherever and however needed. This Canadian Camping project now makes provision for Commonwealth youth to train in Canada.

The 10 Jamaicans who will be coming to Canada this summer range in age from 18 - 25. Carefully screened for background, ability and leadership potential by a committee of the Standing Conference of Youth Organizations in Jamaica, the young people seem to be of high calibre and should add a great deal to the life and programme of their host camp.

These Jamaican counsellors will arrive in Canada by air about June 22nd, at which time they will be met by a Canadian host who will show them

about Toronto, Niagara Falls and the surrounding country. On or about June 25th the host camp will take their guest counsellors to the camp for a pre-camp orientation before the thundering horde descends on them.

All of us are most optimistic and excited about the wonderful opportunity afforded us of having these young people in our camps. This experience should add greatly to our understanding of other people and other ways and give our guests a rich opportunity to become familiar with possibilities of Canadian camping.

There is an old Chinese saying that if you want to move a mountain you begin by carrying away one stone at a time. It seems to me that we, in Canadian camping, can begin to move the mountain of ignorance, misunderstanding and prejudice that exists in the world, by first carrying away these ten stones. The value to us and to our campers will be out of all proportion to the small effort we will be putting forth.

In the fall we will bring to you a full report of the summer's experience.

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always respond well, even to your best efforts. They can be brats. And it is normal for you to be fed up with them sometimes and to get angry.

If you can admit these feelings to yourself and accept them as natural, you'll be much more relaxed and efficient than if you try to be perfect. With a realistic goal, you'll do your work better and enjoy it more. The campers will pick up your emotional tone and get more fun out of everything too. For we teach most by what we are—very little by what we say.

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KAYAKS and KAMPING

by Kirk Wipper
Camp Kandalore



Early transportation along Canadian waterways is closely linked with the canoe. To this day it has survived in modified form to offer a new and unique kind of adventure for those who have learned of peace and inspiration in the out of doors. At the same time it is interesting to note that its cousin of the Canadian north, namely, the Kayak, has remained somewhat obscure in North America. Certainly, Europeans know the Kayak well. Far better, in fact, than our familiar Canoe. Perhaps it is timely to consider the Kayak and its merits. It is, after all, consistent with any reasons we might set forth for including canoeing in our camp programme with a few minor exceptions. On the other hand, the Kayak does offer some experiences not afforded by the Canoe.

The real purpose of this discussion is to consider the Kayak and its probable place in Canadian camping. Articles have been written on the use of this craft and many of its virtues have been extolled. Kayak enthusiasts hasten to point out for example that it was not

the Canadian canoe which crossed the mighty Atlantic, but rather the Kayak skilfully manned by Dr. Lindeman (the author does not recommend this as an idea for a canoe trip).

Like the Canoe, the Kayak has undergone great change in mode of construction. The Eskimo have to hunt, keep dry and survive wind and wave miles off shore. For this purpose his craft of sealskin and bone was particularly suited. Modern voyageurs are building Kayaks from a great variety of materials for two, three or four people. They are also, as the Canoe, for new and different objectives. Generally it is the use of a Kayak which has had the greatest influence on design, shape and material. Five different types now exist; namely, touring, sailing, sports, racing and slaloming.

The first three, touring, sailing and sports, have a high degree of stability and are generally of very durable construction. Racing Kayaks incorporate minimal water resistance, light weight and only enough water displacement to support its passengers. The hull of the racer is essentially a slightly rounded U, narrow in beam and sleek in appearance. The slalom Kayak is designed for speed as well as manoeuvrability. To realize these purposes the craft is shorter in length, less in draft and without a keel. This permits the paddler to lean as he negotiates gates or other obstacles.

Of the designs discussed the sports-touring model is the most stable. With the hull shaped half oval amidship, and with some degree of flatness at the bottom, it is particularly desirable for the novice or inexperienced. It is this model that would appeal to campers.

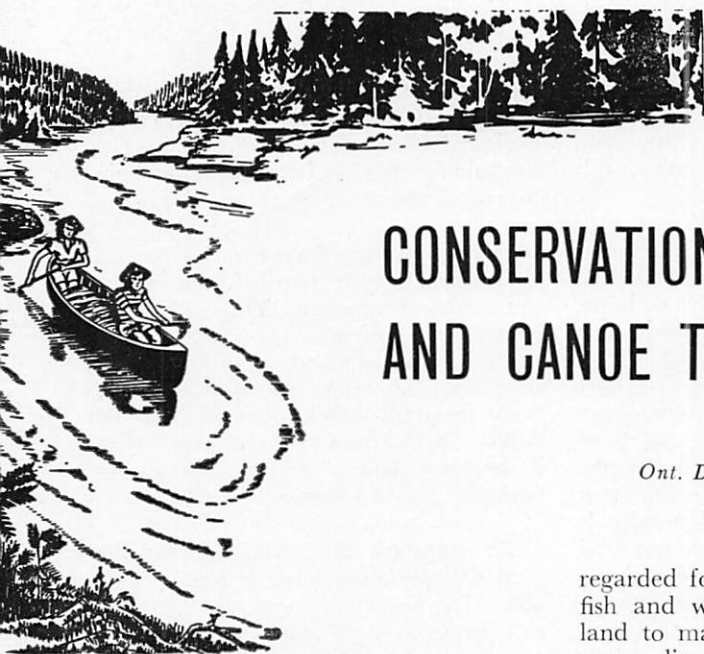
All Kayaks provide the great thrill of speed. It can be expected that a single

Kayak paddler will pass a double canoe and apparently without extraordinary effort. The comfortable seating and double bladed paddle do help to propel the craft quickly and easily.

Essentially the Kayak is guided to right or left by increasing pressure on the stroke of one arm. This, of course, is a much different proposition than the principles of canoe paddling. It is this, coupled with the difference in body position, which is really that of ballast below the water level, that makes Kayaking a rather unique experience on the water.

To compare the value of Kayaks with Canoes in tripping is not reasonable. The Kayak is simply not so useful as a canoe would be for out-trips, as we usually think of them. It is not readily portaged along with equipment and packs. On the other hand, it can be thrilling in white water in the hands of an experienced paddler. This is not to say that tripping in a Kayak is impossible! There certainly are routes to which the Kayak can very successfully be applied. In this regard, some experimentation must be carried out in packing and carrying methods for Kayak travel. No doubt some may consider the Kayak a rather unsafe craft. However, this is not the case presuming that the usual prerequisites in swimming and in the use of the craft are met. The very low centre of gravity of the paddler, coupled with the balanced paddle which is used on both sides with equal dexterity renders the craft very stable indeed. The feeling of stability is quickly realized even on the first outing.

The author was introduced to the Kayak for camping by trying one. Certainly this is the real test.



CONSERVATION AND CANOE TRIPPING

by Alan Helmsley,
Ont. Dept. of Lands and Forests

Each year, as more canoe trippers attempt to get away from it all, the garbage piles get higher and higher, and the campsites become more mutilated. This paper is based upon experiences gained in the larger provincial parks, such as Algonquin and Quetico, but the situation is the same in most of the canoe country.

In the canoe trip one finds a link with the past identified with the Indian, explorer, trapper, trader and voyageur, not to mention solitude, peace, quiet, contentment, good fishing and a sense of personal achievement. All of this could be described as wilderness recreation, dependent upon land and water in a fairly natural state in which man is permitted to travel by primitive means, say by canoe, by foot or, in some cases, by horseback.

Any renewable harvest of the land may be referred to as a crop. Agricultural produce and livestock have been

regarded for a long time as crops and fish and wildlife. This ability of the land to maintain certain quantities of crops, livestock, forests, and wildlife and of the water to maintain certain quantities of fish is referred to as carrying capacity.

In recent years, another crop has grown in prominence. This crop depends upon the lands and waters mixed with varying amounts of space, scenery, trees, vistas, fields, marshes, shorelines, beaches, fish for the catching and animals for the seeing. It requires the freedom to enjoy these resources by camping, picnicking, bathing, boating, hiking, driving, loafing and simply being among these natural assets. Outdoor recreation, as a crop, depends upon what the land can produce and it is certainly harvested by an annually increasing army of vacationists.

As with any crop, the land has limitations or a definite carrying capacity for recreation. Any park will support just so many campgrounds; a campground will support just so many campsites; a parking area, so many ately accessible by road. This reserves cars; a beach, so many bathers, a picnic in comparatively recent time, forests,

fish and wildlife have been looked upon as crops of the land. They can be grown, managed, harvested and renewed upon a regular basis. Just as the climate, the soil and its fertility are governing factors in the kinds of quantities of agricultural produce and livestock, so are these factors of similar limitation in the production of forests, area, so many picnic tables; and even a footpath, so many walkers. There may always be room for one more, but eventually a situation of intolerance is reached when crowding destroys the purpose of outdoor recreation and the park environment deteriorates from over-use.

The carrying capacity of land for recreation varies with the recreational activity. A popular sand beach, attractive to thousands of visitors on a weekend, could be considered to have a high carrying capacity. The beach is not destroyed by pounding feet and splashing water. Similarly, an organized picnic area with lots of tables, fireplaces, garbage containers and, perhaps, shelters, would have a high carrying capacity for picnickers. In a developed campground, planned for a number of drive-in campsites, equipped with tables and fire places, and serviced with tested drinking water, garbage collection and sanitary facilities, the carrying capacity is high. The number of people involved require this planning and development to provide a high carrying capacity.

In contrast, there are some recreational activities for which the land has comparatively low carrying capacity. One of these is wilderness recreation which, because many people indulge in it, is based not upon true wilderness, but upon reasonably natural surroundings, encompassing large areas from which mechanical means of travel are eliminated and in which are encouraged primitive means of travel, such as by canoe, by horse, or by foot. The re-

quirements for such land are solitude, quiet, and environment for inspirational enjoyment and the sense of personal achievement.

Such environments are found in our larger provincial parks. Algonquin, Quetico, Lake Superior and Sibley, and it is imperative that the interiors of these parks be reserved for this particular recreation form.

Algonquin and Quetico have long been known for their canoe-tripping possibilities. Each year, many thousands of trippers paddle and portage their ways over the routes and it is readily seen that there is a problem in maintaining quality wilderness recreation for quantities of people.

To maintain some semblance of the wild in these park hinterlands, public roads are limited to the boundary zones and development areas on the edges of the canoe country. Although logging access roads are necessary for the removal of timber under approved management plan, these roads are not open to the public. Another control, which is very important, in the protection of the wilderness atmosphere is the restriction of aircraft entry to only certain lakes on the edges of the parks. Recently, controls have been exerted to restrict the leaving of boats on interior waters. In past years, this practice has permitted comparatively easy access to the interior by fishermen who appreciated the wilderness atmosphere and fishing, but were unable to, or did not want to, participate in the full experience of primitive travel. It must be stressed that the increasing numbers of people who were taking advantage of these cached boats, were slowly contributing to the destruction of the wilderness atmosphere they wished to enjoy. Now, boats may be left at certain lakes without jeopardizing the interior lakes.

Finally, the outboard motor and power boat, although they constituted a threat to primitive wilderness recreation, are, by their sizes and weights, usually limited to the waters immediately interior waters for smaller craft, in keeping with wilderness recreation.

One may say that not enough people can use the larger parks. Actually, the numbers of canoe-trippers in Algonquin and Quetico Provincial Parks have more than doubled in the past three years to at least 58,000. This is a substantial figure for a recreational use on land with a low carrying capacity for such recreational activity. It must be protected from ease of access in order that canoe-tripping and the full experience of primitive travel may survive as a part of the Ontario scene.

Let us now consider the canoe-tripper, the route and the campsite. It is apparent that the land cannot support vast numbers of trippers without showing the signs of intense use and misuse. A campsite, for example, cannot provide numerous tent poles and masses of boughs for beds and shelters without becoming desolate. Add to this a litter of paper wrappings, aluminum foil, pieces of rope dangling from rusty nails in trees, a discarded sock and a few mutilated trees against a background of fly-infested tin cans, garbage, unplanned latrines, and the desolation is complete.

It can be appreciated that the expenditure of time, man-hours and funds can be considerable if the Province is to be held responsible for canal route maintenance. Actually, the cleanliness of the route and the campsites is the responsibility of the wilderness user and reflects the calibre of the tripper. Modern equipment, such as light-weight tents and air mattresses, has done much to deter the destruction of the canoe country by old-fashioned "camper craft" projects. We

have seen live trees destroyed to make all sorts of towel racks, cooking "gimmicks", shelters, useless tables and even a bridge on dry land to serve only as a project. We have seen live trees felled for "something to do" and trees used as targets for axe-throwing contests. Let us recognize that the natural environment will no longer support pioneer methods used by large numbers of people and that we must change our thinking and objectives. Let us consider the canoe trip as an experience of appreciation without destroying the very thing which makes the trip worthwhile. Let us emphasize less the muscle and marathon aspects of the trip and stress the real values of understanding, appreciating and enjoying.

All trippers are responsible and the observance of the following rules is necessary for the maintenance of the recreational values of the canoe country:

1. A folding spade, or similar digging tool is essential for digging garbage pits, latrines and trenching your tent.
2. Dig garbage pits and latrines back in the woods away from the actual campsites and away from water.
3. Cut both ends from cans and burn *all* garbage (cans, peels, papers, left-overs) to sterilize or to reduce to ashes.
4. Flatten all cans, wash all glass containers and bury these and burned residue when cold.
5. In rocky terrain where the digging of a garbage pit is impossible, sink glass containers and burned cans in a deep part of the lake.
6. Build the fire on a rock or bare mineral soil away from humus, old logs, roots and near water. Keep the fire small and make certain it is dead out before you leave. Use lots of water and stir the wet coals with a stick.

7. Leave tent poles standing against a tree so that the next camper will find them.
8. Leave some sheltered dry firewood for the next camper.
9. Privacy is essential. Do not encroach upon an occupied site, even when invited out of the generosity of the occupant.
10. Before leaving, inspect the campsite for forgotten equipment, and ask yourself if you would like to be the next one to use the site.

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foot. In Saskatchewan's Prince Albert National Park, canoe trips can be made. The waters of Georgian Bay, around Georgian Bay Islands National Park, are also excellent for canoe trips of several days duration. However, in most parks, travel by horse or on foot is the only way to find places where the beauty of forests and mountains can be enjoyed in comparative solitude.

Day and overnight outings in the National Parks are easily arranged for youth groups. There are numerous picnic areas along the roads where meals can be prepared. Camping is not permitted in picnic areas but there are tables, fireplaces and drinking water provided. There is always free firewood at all campgrounds and picnic areas.

The National Parks Service stresses that all visitors who intend to camp overnight along trails or in remote areas register with the parks wardens. Counsellors taking groups into the National Parks should be familiar with the park regulations and competent to deal with all situations that may





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arise in wilderness travel. Mountain travel particularly has its dangers for the inexperienced and any counsellor who is not sure of the ability of his group to undertake a particular trip should ask a park warden for advice and information. By registering, a party's route, intentions, and planned length of stay are made known to the wardens so that search and rescue operations can be carried out quickly and accurately if a party becomes over-due. On completion of a trip, the leader should check out with the warden.

Mountain climbing is dangerous if the party is inexperienced and not equipped properly. Leaders who are not qualified mountaineers should avail themselves of the services of a guide.

Foremost among the values a National Park has for an outing by youth groups is its special ability to serve as an outdoor classroom where nature can be observed and an intelligent appreciation of the virtues of conservation encouraged. A child's first experience of an environment in which he is an intruder is humbling yet deeply instructive. He learns respect for all the living things that make the National Parks their home, and understands for the first time why it is good wilderness manners to enjoy, but not destroy or change, the natural state.

To help youth groups gain a fuller enjoyment of their visits to National Parks, there are self-guiding nature trails and park naturalists. In each National Park there is now at least one nature trail along which visitors can identify trees, shrubs, wild flowers and plants, observe evidence of animal life, and stop at viewpoints to look out at how geological forces have shaped the land. Youth groups visiting National Parks can arrange to have a park naturalist take them on a guided hike or present a nature talk. During the

evenings, there are film showings and nature talks accompanied by colour slides in the campgrounds or at community centres.

Organizations who are fortunate enough to be located near National Parks are invited to plan special outings and overnight trips to the parks. The Superintendents of the National Parks will be glad to help counsellors arrange organized group visits and provide information on request.

—●

from page 135

A. A. Bays has prepared Worship Programmes for Juniors, Intermediates, Junior High, Teen-agers, and Life Planning.

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And of course there is **UNDER OPEN SKIES** by our own Mary Edgar.

You may have formal or informal prayers, daily Bible study, discussions, morning watch, or other forms of religious observances but the sermons will be preached by:

Every staff member in camp—his behaviour, his relationships with campers and other staff members.

The philosophy of your camp and its relationship to its practice; (particularly as it bears out the verbal and printed advertising!)

The care and concern for every last camper, including staff.

The attitude towards law and order, honesty, promises, fair-play, etc.

The conversation round the campfire and elsewhere.

Experiences on trips.

The choice of songs, plays, stories, skits, etc.

The attitude towards visible signs of God's creation.

The words—even the idle words—of the director, section director, waterfront counsellor, etc. which take on an importance far out of proportion to their merit, for they are the utterances of heroes (even although the speaker would be the last to realize this.)

In fact everything which happens at camp is shouting out messages far louder than the messages spoken on the Sabbath day.

—●

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from page 131

In the event of fire, mobilizing of the available staff with the least possible delay is essential. This will necessitate some form of alarm signal which can be operated instantly and be of sufficient intensity to be heard and recognized as a fire alarm throughout the camp. The signal may be a klaxon, siren or bell, and preferably electrically operated. The switch or other control must be accessible at all times to the staff. More than one operating point may be required, depending on the size and extent of the camp, and there should be some means of indicating the location of the fire, e.g. a coded signal on the fire alarm.

It will also be necessary to develop a set of instructions regarding the action to be taken in case of fire, with specific directions for the staff and campers. Provision to be made for the carrying out of a roll call to ensure that all persons are accounted for. In order to accomplish this, an assembly point or points should be designated, and the campers and counsellors to proceed there on hearing an alarm of fire.

Basic fire prevention measures should be adopted and all persons on the camp site must co-operate in executing them.

The following points are intended as a guide for the use of Camp Directors:

1. The regulations and preventive measures specified by the appropriate Provincial Government department (e.g. Department of Lands and Forests, Forest Protection Branch, Provincial Forester, etc.) to be followed implicitly. The Camp Director should contact the local Forester of the Department and obtain his advice. (In the event of fire involving the bush the Department must be notified).

2. Smoking to be regulated. There will be certain areas where smoking should not be permitted, and the rule enforced.
3. Some buildings may require to be heated, this being so, only equipment labelled by one of the following should be installed—Canadian Standards Association (C.S.A.), Underwriters' Laboratories (U.L. or U.L.C.), Canadian Gas Association (C.G.A.); the equipment to be installed in accordance with the listing, particular attention being given to clearances from combustible walls, etc., and the provision of the correct vent flue or chimney.
4. Wherever possible, illumination should be by means of electricity. In the event that oil lamps must be used they should be located clear of combustibles, and fastened securely where they cannot be easily damaged, filling of the lamp reservoir to be carried out in the open. NOTE: oil lamps must not be used in buildings in which concerts, plays, sing-songs, etc. are conducted.
5. Burning of garbage may be carried out provided it is done in an incinerator, fitted with an effective spark arrester. The location chosen to be clear of shrubbery, trees and grass. Burning operations should not be carried out when a strong wind is blowing. The local Forester should be consulted regarding burning operations.
6. Grass and weeds should be kept under control around all buildings either by cutting or the use of weed killer; non-flammable weed killers only to be used (this includes those preparations containing chlorates, etc. which although

non-flammable are strong supporters of combustion).

7. Flammable liquids such as gasoline, kerosene, etc., should be stored in a separate building, remote (at least 50 feet) from all other buildings. The store to be provided with top and bottom ventilation on at least two opposite sides and not equipped with artificial lighting.
8. Campers should not be permitted to carry matches, and other personnel should carry safety matches only. (This will not apply to those campers undergoing survival training when "strike anywhere" matches may be used).
9. Most buildings at camp sites are of wood construction. If camp concerts are to be held indoors they should be conducted on the ground floor only. Scenery and stage properties including decorations, drapes and curtains, to be non-flammable or be treated with a flame-retardant solution. Real flame (candles, oil lamps, etc.) must not be used under any circumstances. At least two exits, each not less than 4'6" in width, to be provided remote from the stage, and the doors must open outwards. Gangways or aisles at least 3'6" wide leading directly to the exits to be maintained. Where chairs are used for seating they should be fastened together in units of not less than 4 and not more than 12. Two exits to be provided from the stage itself and fire extinguishing equipment located on both sides of the stage.
10. Some camps cover a large area and there may be instances where the use of boats is necessary to provide access to the more remote locations. Where this condition exists it may be desirable to keep some fire-fighting equipment in one of the boats in order that an attendance at the scene may be made with the minimum of delay.
11. As a general rule it can be assumed that water will be the best extinguishing agent for the cabins and tested areas. This can be provided by water type fire extinguishers for first aid fire fighting, to be backed up by the fire pump and 1½" hose lines. Kitchens, however, should be equipped with special equipment such as dry chemical extinguishers and fire blankets. Paint shops and flammable liquid stores should be provided with dry chemical extinguishers located outside the room or store. Purchase equipment listed by one of the recognized testing agencies such as—Underwriters' Laboratories (U.L. or U.L.C.), Factory Mutuals (F.M.), or Fire Officers' Committee of the United Kingdom (F.O.C.).
12. Propane gas is commonly used for cook stoves and hot water heaters. The equipment must be approved by the Canadian Gas Association (C.G.A.) and installed by a competent contractor in accordance with the listing, the manufacturers specifications and the regulations made under the Energy Act (Ontario). (N.B. Equipment utilizing propane are under the jurisdiction of the Ontario Department of Energy Resources). All such equipment requiring vents to be provided with a listed Type B. vent. Propane cylinders must be located out of doors and be supported on a firm foundation.

—●

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from page 134

or second rainy day of the season. It should be a project in which everyone participates, and in which opportunity for solo star roles is practically non-existent. At the close of such a completed project each member of the staff, exhilarated with success, looks at all other staff members with new appreciation and one feels the glow of "Look what we did!" One can almost see the group swell in assurance as we take time to evaluate the completed event.

Fifthly. Evaluation—not necessarily called by that formal term—is also a most valuable tool. How did we do as a group? In what area could we have done better? What were our best points? How should we do it next time? Enough of this should be done with any group to teach the procedures and help form the habit of unconscious self-evaluation. And part of this evaluation must always be discerning praise and appreciation for the success of the group's effort. No director or supervisor should confine his words to the type of criticism which tears apart and does not build up.

Sixthly. Another valuable tool in promoting this feeling of group strength is playing together. Of course you have provided a staff room, but do not overlook regular parties for the whole group, not too highly organized, a chance for conversation and sitting around a fire and singing—and eating. Remember that your counsellors would like the opportunity to know you as a person as well as a camp director. It is not enough to keep open house in your cabin—be sure that every counsellor gets there. "All work and no play makes Jack a dull boy" is very true of counsellors. And when we live in a closed community we must be very sure that we see that play goes on. If someone says: "Some night we should have a cribbage tournament"—seize on it and say "Let's—when shall we do it

and how shall we organize it?" A happy group of counsellors in turn transmits happiness to the campers.

We have pointed out the morale building effects of thinking, working and playing together. We cannot over-emphasize their importance. Now how shall we educate this group? Both camp directors and counsellors are busy people. We could easily spend eight full weeks in counsellor training sessions only—but all of us have other duties. How can we make the most of *our* time and of the counsellors' time?

Now let us proceed: We have a camp, a philosophy of camping and a number of children to look after. In order to decide what this group of counsellors needs to know we must first have clearly in mind what *we* expect our camp to accomplish for each child. We must have worked out for ourselves an administrative structure which will cover every phase of the camp's operation. "A healthy happy outdoor experience" is a very pretty phrase. But a camp director should know about a hundred thousand sub-headings to list as the ingredients which make up a healthy happy outdoor experience. These ingredients are the things that our counsellors need to know:

How to teach swimming, canoeing, sailing, handicrafts, firebuilding, cooking, square-dancing, etc. in such a way as to fulfill the fundamental philosophies of this camp.

How to motivate, discipline, lead, understand, educate and protect campers.

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Director. We must have a concept of every job in camp. A realistic understanding of just what we are asking and expecting these counsellors to do. We learn much right on the spot, but this is not enough. This is a very good way to employ ourselves during the winter months. This is the time for reading and research, for unhurried thought and contemplation. Having outlined carefully what we feel this staff needs to know, let us consider what tools we can employ to transmit this knowledge.

1. Staff manual with all the routine procedures, rules, regulations, time tables. What do we do on laundry day? Suggestions for evening programmes—perhaps a list of games.
2. Handbooks for specific areas of the camp.
 - a. The section — different of course for each section.
 - b. Each activity — including the Health Centre.
 - c. Miscellaneous—how to run the camp banquet; how to handle the regatta; Publications prepared by others — mimeographed material; A.C.A. and O.C.A. publications; A camp library with good reference books.
3. A series of talks — inspirational if possible—and on a challenging intellectual level; spread out over the entire summer and delivered at the most opportune moment. These should be so designed that they always convey the philosophy of the camp.
4. Evaluation as mentioned before. How are we doing? Every group needs to know this. It needs praise as well as derogatory criticism. It needs an outside lift such as that thrilling letter of gratitude and praise you received last week from a parent—read it to them, keeping it anonymous of course.
5. And don't overlook the demonstrations and instructive talks planned for campers. It is possible to teach in one operation and at one time every soul in camp how to do certain things—care for a paddle—watch a sailing race intelligently, identify a plant, etc.
6. Remember to provide opportunities for learning by use of bulletin boards—visual aids.
7. Remember to use every technique you have ever learned for transmitting knowledge. Seeing, hearing, doing; the laws of cause and effect, of repetition, of spaced learning, the whole versus part learning. Change your style — use humor, solemnity, emotion, drama. Only please—never, never descend to sarcasm.
8. Very frequently counsellors teach other counsellors, for example at a special session on how to cook around a campfire where those who are skilled can provide hints for those not so skilled.
9. General Staff Meetings — which should be frequent, brief, businesslike and thoughtfully organized. One could write volumes on the subject, but briefly:
 - a. Their content should be of importance to every person present—not devoted to solving the problems of one activity of one section of camp, nor to making up the daily programme. When the swimming staff has a problem which concerns every member of the counsellor staff (such as safety procedures out on picnics, cookouts, etc.), then it should bring the final phases of that problem to a staff

meeting. The Head of Programme should bring only unavoidable final details — never should the daily programme be planned *en masse* unless one is seeking suggestions for the planning of some unusual day—when the thermometer has suddenly risen from 48 degrees to 110 degrees.

- b. This is the time for making known things such as: food for the special cookout will be ready at 4:30 p.m. It will be packed in cardboard boxes and will have the counsellor's name on the box. Need for volunteers to help with some special project. The new system for waste paper collection. The visitors who may be expected in camp today.
- c. Counsellor training—5 minutes on any subject—or any phase of the camp operation — by director or some qualified person.

What is leadership.

What to do about “mush mags” and comic books.

Why we teach children to be courteous—or tidy, etc.

Open your eyes to nature.

Vandalism.

Homosexuality.

Discipline.

Over the years one learns what subjects may arise—back to the notebook again. Outline these classical gems you produce and keep them to help you in future years.

General staff meetings should also be flexible enough to allow greater time when a problem arises which is going to take thinking, discussion and decision; not time gained by lengthening this meeting now in progress; time gained by telling the group to think this over and return tomorrow

prepared for intelligent discussion. Then whittle down the agenda for the next day, whiz through the absolutely essential details and say “now for that problem”. Sometimes the problem is such that it seems best to appoint a committee of knowledgeable people to appear at the next staff meeting with the material for discussion outlined. Incidentally — a camp director can learn a great deal about current university thought on psychological and sociological and educational matters by asking staff members to “tell all of us what the Psychology Dept. at McGill teaches on this matter”.

General staff meetings can also be dedicated to various aspects of camp life, i.e. the counsellors of one particular section of camp may be given an opportunity to outline for the rest of us the ways in which we can help the campers of their section.

In other words, ideally every staff member should come out of each meeting feeling that she has learned something, or has contributed to the general learning of the group.

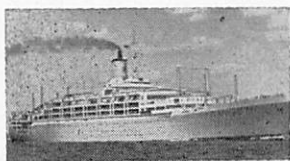
Smaller staff meetings

Sections: With section head responsible for conveying information which pertains to that section.

Discussing problems which arise within that section.

Then the section head can winnow from this the problems which should go to the health dept., the director, the general staff, etc.

Activities: Where there is a staff of more than two, it needs to sit down at least once a week and evaluate its progress to date, make future plans, and iron out current problems. (i.e. are we all teaching this stroke the same



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way and seeking the same standard of performance).

The Camp Council, Executive body, etc. Composed of some such personnel as section heads, head of waterfront, head of programme, etc. and the Director. Here the Director can seek guidance as to what is needed, can learn counsellor and camper problems; here broad, general plans can be projected—but never carried out over the heads of those concerned.

With the exception of the last named meeting all the above can be accomplished with one regular half-hour each day.

In defense of this "Organization" it is my feeling that if all the nagging little details are so cared for, we are left free to devote our energies to the larger areas of true accomplishment.

We have talked of the education of our counsellor staff—naturally we wonder how to supervise it. Methods here are as widely varied as the educational backgrounds of directors and section heads. My suggestion would be to use the administrative structure of the camp itself. A section head can be held responsible for knowledge concerning every counsellor and every camper in that section. The head of swimming can be expected to assess the progress and success of every counsellor and camper under his guidance. These individuals in turn bring their findings to the administrative council for discussion and consideration by the director. A word of caution to the Director: only God Himself could have sufficient insight into human nature and character to fill out some of the evaluation forms that come to one's notice. It has been my experience as a director, that by informing these supervisors as to what material is useful and what is not can avoid setting up a system which

invites the supervisor to hypercritical observations, and delving into personalities almost to the extent of psychoanalysis. What we need to know really is—is the job being done well? If not why not? What are the best areas of job performance? How can we help the staff? The Director must always bear in mind that these supervisors are human, there may be personality clashes which colour the true picture; the director must observe for himself, must be quick to detect and iron out difficult areas. Always one must strive for detached and objective observations. In any area of human relationships subjective discussion of personalities is a trouble breeder. And always, the follow-up work should be conscientiously and helpfully fulfilled if the unity of the staff is to be maintained. As I mentioned before, this Executive Council, with its position for wide-spread observation can keep the Director in touch with the feeling of the various camp areas. If a director is informed that there are heated arguments going on over such and such a topic, he does not need to be told all the little details, he can find out for himself. If he is told that in certain areas of camp no work is being accomplished he can go and observe this for himself. A camp director must be humble and receptive enough too to accept criticisms of his own actions and judgment. We too are human—we can be thoughtless and apparently unfeeling in our dealings with others. We should be thankful that we have staff members loyal and courageous enough to tell us these things. This knowledge of trouble spots, together with what we have learned in other years will help us with the discipline of the counsellor group.

Generally speaking, a well-knit group with high morale does most of its own disciplining through the simple ex-

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pedient of group pressure. These things are done—these things are not done. By and large you could probably name right now the type of problems which will arise with next summer's counsellor group. They may be such as: dissension, lack of cooperation, care of equipment, the mid-season slump; cliques, inequalities of labor, hours, privileges; the third successive day of rain; insufficient sleep and rest; use of time off; relationships with other groups outside the camp; the camp director himself; conflict with the kitchen staff; etc., etc. How shall we deal with these things?

First of all, let the group know ahead of time that you know that many of these problems will in all probability arise. Perhaps before they even rear their ugly heads we can devise solutions. This is a good time to seek guidance from the group—when there is no real trouble. Its judgment is then objective, there is no personal involvement. At this time too the staff is very receptive to the thinking and solutions from other years.

But unforeseen problems always arise. How do we cope with these? First of all we must acknowledge that a problem exists. We must not turn our backs and refuse to see it. Remember this staff is influencing the attitudes and judgment of the children under its care. This camp is dedicated to the welfare of children. It must not harm or neglect them. Having acknowledged, we must explore this problem and seek for a solution. This exploratory discussion is best done by the senior group, the executive council. It can perhaps suggest several solutions. Then these findings should be taken to the larger group for consideration and decision. The group will realize where duty lies. Again we must use our judgment—is the problem one which deserves such

solemn treatment? Or is it so fundamental that decision rests with the director alone?

Finally, not only in the matter of discipline but in all our staff relations we are expected to be fair, consistent, sympathetic, understanding and democratic. These are the self-same qualities we recommend that the counsellors cultivate in their relations with the campers. We can strive for no higher goal than that we always treat our staff in the manner that we ourselves would wish to be treated if we were counsellors, and someone else were our director.

—————: :————— ●
CAMP MANUAL a C.G.I.T. booklet —which is published by the Department of Christian Education, Canadian Council of Churches—\$1.50.

This is a comprehensive little booklet covering as it does everything from how to cope with a Camp Committee to Pre-Camp Training Sessions, Worship etc. The duties of the key staff in any camp are well outlined and, with modifications, should prove an excellent basis for job analyses. For a person with limited camp experience who is facing a big camp job this summer, it should prove to be a real find. There is a refreshing absence of technical language and professional gobbledegook which seems to have crept in to so many books these days.

—————: :————— ●
EDITOR'S ACKNOWLEDGMENT

Your Editor wishes to express her appreciation for the kind and willing assistance she has received when serious illness struck at home. Special thanks go to Miss Bertram and Mrs. Flynn who have made these last two issues possible.

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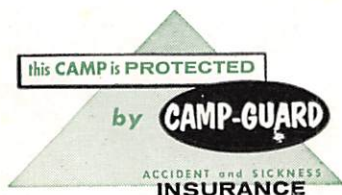
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